

**Texas Education Agency**  
**Standard Application System (SAS)**

**2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1**

<b>Program authority:</b>	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	<b>FOR TEA USE ONLY</b> <small>Write NOGA ID here:</small>
<b>Grant Period</b>	August 1, 2016, to July 31, 2017	
<b>Application deadline:</b>	5:00 p.m. Central Time, March 29, 2016	<small>Place date stamp here.</small>
<b>Submittal Information:</b>	<b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration  Texas Education Agency  1701 North Congress Ave  Austin, TX 78701-1494 </div>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Document Control Center  Grants Administration </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> 2016 MAR 28 PM 2:04 </div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received  Texas Education Agency </div>
<b>Contact information:</b>	21stCentury@tea.texas.gov	

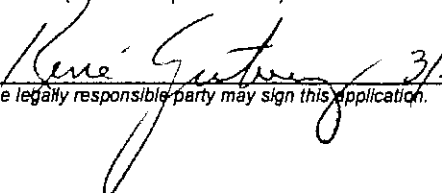
**Schedule #1—General Information**

<b>Part 1: Applicant Information</b>					
Organization name	County-District #		Amendment #		
Edinburg CISD	108-904		N/A		
Vendor ID #	ESC Region #			DUNS #	
74-600715	1			078485455	
Mailing address	City	State	ZIP Code		
411 North 8 <sup>th</sup> Avenue	Edinburg	TX	78541-3309		
<b>Primary Contact</b>					
First name	M.I.	Last name	Title		
Eva	T	Torres	Asst. Superintendent - Curr & Inst.		
Telephone #	Email address		FAX #		
956-289-2300	e.torres@ecisd.us		956-385-3346		
<b>Secondary Contact</b>					
First name	M.I.	Last name	Title		
Sonya		Rodriguez	Area Director		
Telephone #	Email address		FAX #		
956-289-2300	Sy.rodriquez@ecisd.us		956-380-2624		
<b>Part 2: Certification and Incorporation</b>					

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

First name	M.I.	Last name	Title
Dr. Rene		Gutierrez	Superintendent of Schools
Telephone #		Email address	FAX #
956-289-2300		rene.gutierrez@ecisd.us	956-383-3576
Signature (blue ink preferred)		Date signed	


3/24/16  
Only the legally responsible party may sign this application.

701-16-102-040

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grant*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

**Section 1: Applicant Organization's Fiscal Year**

Start date (MM/DD): 08/01

End date (MM/DD): 07/31

**Section 2: Applicant Organizations and the Texas Statewide Single Audit**Yes: ☒ NANo: ☐**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organizations, excluding ISDs and open-enrollment charter schools	Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Written Agreements	Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or instructional coach. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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**Schedule #3—Certification of Shared Services**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

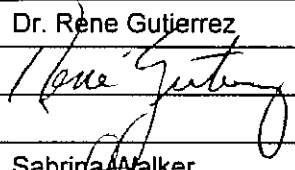
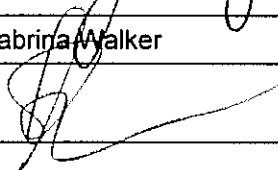
I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Fiscal Agent</b>				
1.	108-904 Edinburg CISD	Dr. Rene Gutierrez 	956-289-2300 rene.gutierrez@ecisd.us	\$1,798,701.00
<b>Member Districts</b>				
2.	17425496522 (Vendor ID) Edinburg Boys & Girls Club	Sabrina Walker 	956-383-2582 swalker@edinburgkids.com	\$140,000.00
3.				
4.				
5.				
6.				
7.				
8.				

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 108-904			Amendment # (for amendments only): N/A	
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
<b>Member Districts</b>				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
<b>Grand total:</b>				<b>\$1,798,701.00</b>

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 108-904			Amendment # (for amendments only): N/A
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

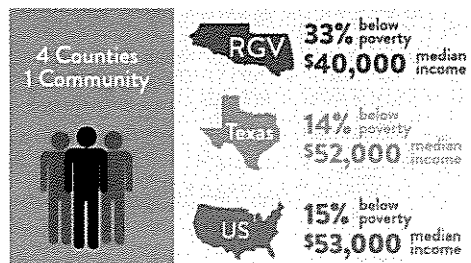
County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**Program Overview:** Edinburg Consolidated Independent School District (CISD) proposes to offer an innovative program called **After-School Program: Inspiring, Reaching, and Educating (ASPIRE)**, to over 1,600 high-need, low-income students and their families in Edinburg, Texas. This new initiative aims to use a myriad of **evidence-based grit, motivation, and mindset** (Grit Mindset) strategies that will allow us to boost the achievement of ALL students in the 98% Hispanic area of Hidalgo County, Texas. Derived from the work of Dr. Carol Dweck at Stanford University, Grit Mindset is the determination to: 1) Achieve long-term goals, often against difficult odds; 2) Be resilient and persistent; and, 3) Have the will to deal with and overcome obstacles.

**Program Need:** Located along the Texas-Mexico border and within a four-county region (Cameron, Hidalgo, Starr, and Willacy), the Rio Grande Valley (RGV) is considered one of the poorest and most at-risk regions in Texas. The majority of the population are Hispanic (92%). With three out of every five of these families surviving on less than \$27,000 a year, college seems like an unattainable aspiration. Students in these families often enter schools with complex barriers to success. On average, **72% of ECISD students failed to meet 2014-15 STAAR Postsecondary Readiness Standards** in two or more subjects across all grades. The average for the state is 59%. The correlation between success in school and future income potential has led us to the conclusion that the prosperity of the entire region relies heavily on strengthening academic achievement through Grit Mindset and access to year-round after school and summer enrichment and college readiness opportunities in our community. Bringing vital programming to families provides equal access to students and parents most in need.



Additional barriers that stem from poverty may include: frequent movement between schools; housing insecurity; hunger; family stressors; and, juvenile delinquency. In comparison with Texas' most populous county, **Hidalgo County has maintained a higher juvenile violent crime arrest rate at 168.9 per 100,000 children age 10 to 17 than that of Harris County at 158.2 per 100,000 children age 10 to 17 every year for the last 5 years.** – Source Kids Count Data Center 2014.

All of these challenges are linked with poverty and disproportionately affect Latino communities. Research shows that jobs with higher salaries go to the individuals who have pursued higher education and emerged computer-literate and technically skilled with a strong academic foundation. Unfortunately, that is not always the case in the RGV. The latest data, compiled with the help of the U.S. Census Bureau as part of NTIA's "Digital Nation" series, shows that less than **65 percent of Hispanic households** adopted broadband in the home as of October 2014. Recent data from The Center for Public Integrity has the RGV as the **lowest in the nation when it comes to broadband subscribers**. In addition to lack of access to internet technology, RGV and Hidalgo County students are not performing well in subjects that lead to high paying STEM careers. On average, **33% of ECISD students failed to meet 2014-15 STAAR reading requirements in the 4<sup>th</sup> grade**. This was an **11% increase** from the number of students that failed to meet standards in 3<sup>rd</sup> grade. In 2014-15, **34% of ECISD students failed to meet STAAR writing and 61% failed to meet STAAR math requirements across all grades**.

**Program Purpose, Goals, and Objectives:** Recognizing the need for literacy, STEM, and workforce opportunities in the community, Edinburg CISD and Boys & Girls Clubs, with the support of: Achieve3000, Study Island, Parent Academy for Success of Schools (PASOS), Sylvan Learning Center and, Texas Valley Communities Foundation are strategically partnering together to create the ASPIRE initiative.

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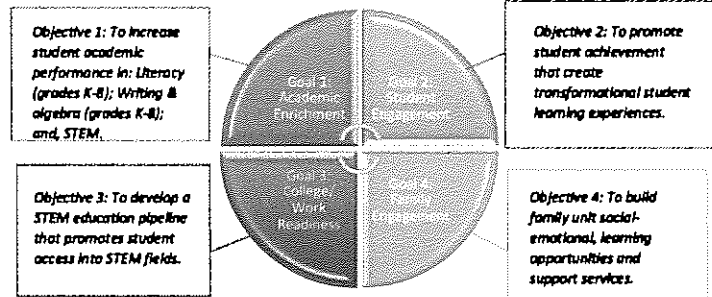
**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

**ASPIRE** seeks to narrow the achievement gap by building communities of resilient, confident and successful students. High-need students and their families will be offered academic interventions grounded in critical literacy and mathematics skills, project-based learning opportunities in STEM to develop their aptitude and interest in emerging fields, and communication and leadership, also known as soft skills. Our hope is that the **ASPIRE** initiative affords us the opportunity to create a pipeline to STEM careers by helping at-risk students to meet state and local student standards in core academic subjects. We plan to achieve this



by: 1) Providing opportunities for *Academic Achievement*; 2) Offering students a broad array of additional *Student Engagement* services (Grit Mindset strategies that build character and resilience); and, 3) Offering families of students served opportunities for *literacy and workforce development*. **New and Expanded Services:** **ASPIRE** is a new and innovative initiative in Edinburg, Texas that combines the autonomous efforts of evidenced-based programs and services into one comprehensive program. The table below illustrates the new and/or expanded services being offered.

Service Provided	Description of Existing Services	New or Expanded Service
Achieve3000 & Study Island	A cloud-based solution that offers differentiated instruction for nonfiction reading and writing during the school day.	A parent literacy technology component that educates parents on how to use the downloadable application to be accountable for student progress, explains school language in English and Spanish laymen terms. Modules that extend beyond the school day targeted at English Language Learners are designed to impact all core content areas.
Boys & Girls Clubs of Edinburg	Providing social skills, character education, and a safe place for children of the Rio Grande Valley since 1969.	Regularly providing character education programs to 10 new sites in Edinburg CISD afterschool and summer. Eliminating transportation barriers offers consistency, which is key to preventing risky behaviors and overcoming obstacles.
Family Engagement Specialist (21 <sup>st</sup> CCLC)	N/A – not offered at this time	A specialist dedicated to coordinating family engagement activities that will support the existing parental involvement activities in district, and expand the reach to families that need additional support services.
PASOS through Texas Valley Community Foundation	Autonomous parenting events offered in limited capacity (35 parents district-wide) to support parents in guiding their children's success in school, specifically through college and career readiness.	A regularly structured parent academy program offered to program participant families and expanded to reach families of all participating sites. Additional services such as GED, Job Preparation and workshops equipping parents with skills to support student learning to name a few.
Sylvan Learning Centers	N/A – not offered to Edinburg CISD at this time	Tier two interventions in core subject areas (with focus on literacy and mathematics) and EDGE suite of STEM education programming delivered throughout the project period.
Grit Mindset Mentors and Consultants	N/A – not offered to Edinburg CISD at this time	Structured provider training to implement Grit Mindset strategies during the after-school program. ECISD graduates that are currently pursuing college degrees that will serve as relatable mentors and examples of overcoming odds to young students.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 108-904			Amendment # (for amendments only): N/A		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
<b>Budget Summary</b>					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$1,129,366	\$58,480	\$1,187,847
Schedule #8	Professional and Contracted Services (6200)	6200	\$405,000	\$30,000	\$435,000
Schedule #9	Supplies and Materials (6300)	6300	\$156,324	\$0	\$156,324
Schedule #10	Other Operating Costs (6400)	6400	\$18,080	\$0	\$18,080
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Consolidate Administrative Funds				<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$1,708,770	\$88,480	\$1,797,251
1.639% indirect costs (see note):			N/A	\$1,450	\$1,450
Grand total of budgeted costs (add all entries in each column):			\$1,708,770	\$89,931	\$1,798,701
<b>Shared Services Arrangement</b>					
6493	Payments to member districts of shared services arrangements		\$140,000	\$0	\$140,000
<b>Administrative Cost Calculation</b>					
Enter the total grant amount requested:					\$1,798,701
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result.					\$89,935
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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<b>Schedule #7—Payroll Costs (6100)</b>				
County-district number or vendor ID: 108-904			Amendment # (for amendments only): N/A	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher	30		\$453,600
2	Educational aide			\$
3	Tutor	20		\$16,000
<b>Program Management and Administration</b>				
4	Project director (required)		1	\$58,410
5	Site coordinator (required)		10	\$468,000
6	Family engagement specialist (required)		1	\$16,200
7	Secretary/administrative assistant			\$
8	Data entry clerk		1	\$20,700
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
11	Counselor			\$
12	Social worker			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
<b>Other Employee Positions</b>				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay		\$
25	6121	Support staff extra-duty pay		\$
26	6140	Employee benefits		\$154,937
27	61XX	Tuition remission (IHEs only)		\$
28	Subtotal substitute, extra-duty, benefits costs			\$
29	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$1,187,847</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 108-904		Amendment # (for amendments only): N/A
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$
	Specify purpose:	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		\$
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Boys & Girls Club of Edinburg: Non-profit partner providing key character education and prevention curriculum	\$140,000
2	Texas Valley Communities Foundation: Will conduct PASOS program for family engagement and support	\$35,000
3	Sylvan Learning: Will provide Academic camps, targeted interventions and tutoring for core subjects	\$230,000
4	Education Evaluation Services: Will conduct evaluation services described in grant and required by agency	\$30,000
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		\$
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$435,000
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$435,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 108-904		Amendment number (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$156,324
Grand total:		\$156,324

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 108-904		Amendment number (for amendments only): N/A
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$18,080
Grand total:		\$18,080

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 108-904			Amendment number (for amendments only): N/A	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 108-904			Amendment # (for amendments only): N/A		
<b>Part 1: Student Demographics.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			8,190		
Category	Number	Percentage	Category	Number	Percentage
African American	5	0.06%	Attendance rate		96%
Hispanic	8,142	99.41%	Annual dropout rate (Gr 9-12)		0%
White	56	0.68%	Students taking the ACT and/or SAT		DNA
Asian	0	0%	Average SAT score (number value, not a percentage)		DNA
Economically disadvantaged	7,575	92.49%	Average ACT score (number value, not a percentage)		DNA
Limited English proficient (LEP)	3,631	44.33%	Students classified as "at risk" per Texas Education Code §29.081(d)		62%
Disciplinary placements	165	.02%			
<b>Comments</b>					
<p>Much like the GRIT MIDNSET research demonstrates, these statistics tell us that although Edinburg CISD has tragically high economically disadvantaged population, the immense hope for a better life and willingness to put forth the effort defines our families more so than their current condition. Our high economically disadvantaged population, coupled with the language deficiencies are typical of a border community with a large first generation American population. What stands out and makes our district distinctive is that despite these struggles, attendance is remarkably high, which speaks volumes about our family commitment to their child's education. The fact that education is the great equalizer and the path to the American Dream is an ideal that is present in Edinburg and demonstrated by the demographics above. While many of our children lack the basic necessities (including 3 meals per day) at home, parents make sacrifices and place their child's education first. This family investment in education is the critical ingredient that will make the <b>ASPIRE</b> program a model and an asset to the entire state.</p>					
<b>Part 2: Teacher Demographics.</b> Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	1	0.19%	No degree	1	0.19%
Hispanic	506	95.19%	Bachelor's degree	445	83.80%
White	24	4.52%	Master's degree	85	16.01%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	123	23.16%	Avg. salary, 1-5 years exp.	\$48,457	N/A
6-10 years exp.	132	24.86%	Avg. salary, 6-10 years exp.	\$50,503	N/A
11-20 years exp.	170	32.02%	Avg. salary, 11-20 years exp.	\$55,567	N/A
Over 20 years exp.	84	15.82%	Avg. salary, over 20 years exp.	\$63,593	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 108-904										Amendment # (for amendments only): N/A					
<b>Part 3: Students to Be Served with Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	0	175	175	175	175	175	175	150	150	150	0	0	0	0	1500
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL:</b>	0	175	175	175	175	175	175	150	150	150	0	0	0	0	1500

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Community Needs Assessment:** With such large numbers of Hispanic and high need students, the **ASPIRE** program goal is to expand the educational opportunities of traditionally underserved individuals by building communities of confident and successful students. High-need students and their families will be offered project-based learning opportunities, foundation support in core areas such as mathematics and literacy, STEM to develop their academic, leadership and/or workforce skills. By enhancing and expanding the community's access to these offerings, the collaborative is confident that establishing a Texas 21<sup>st</sup> Century Community Learning Center (CCLC) in Edinburg, Texas can accomplish this goal.

**The Process:** The **ASPIRE** collaborative consists of Edinburg Consolidated Independent School District (ECISD), key community leaders, staff from the Boys & Girls Clubs of Edinburg, Sylvan Learning Center, Achieve3000 staff and the Texas Valley Communities Foundation. To ensure the needs assessment was objective, the collaborative worked with volunteers with expertise in this area. The first step in the guided process was to facilitate meetings to come up with key questions around what the communities needs were. The questions that were raised were:

- 1) How can we better serve the literacy and mathematics needs of our students?
- 2) How can we better prepare our students for mastery on state assessments?
- 3) How can we better prepare our children for STEM fields and other high paying careers?
- 4) What are the needs of our parents?

After the questions were determined, the next step in the process was to determine key findings. The collaborative group worked together to gather geographical information, student demographics, social determinants, and economic information from data that they collected internally. In addition to receiving data from the collaborative groups, data was also compiled from demographic data from public sources (such as campus improvement plans, district-wide strategic plans, census records, Texas Academic Performance Reports, TWC, and more), results of parent surveys, and informal feedback from community partners. The data was analyzed by an outside consultant to validate anecdotal evidence of the community needs and assets, highlight significant trends, reveal differences across segments of the community, and clarify assessments to key questions mentioned above. Key findings were categorized by strengths, gaps, opportunities, and challenges.

The final step in our community needs assessment process was to set priorities based on key findings to assist the **ASPIRE** collaborative with developing goals and objectives that would meet our parents needs, especially our working parents. Prioritizing goals was the most difficult part of this process because it involved developing a consensus among the group of community members with different opinions on how the community issues should be addressed. The needs assessment volunteer was key in minimizing these barriers. The group participated in five facilitated meetings to discuss and modify priorities, make informed decisions based on key data, and mutually agree on the goals, deliverables, and responsible parties for making sure those deliverables were carried out. After the top needs were identified, the group participated in an exercise adapted by the Texas ACE Blueprint's Community Resource Mapping/Strategy Development process to build program strategies around each need.

Both our parents and students were able to respond to surveys in a collaborative effort. Additionally, Edinburg CISD received an enormous amount of surveys back with a tremendous amount of responses from the community. The commitment and dedication shown by this response has created an overall excitement and energy in the commitment to the possibility of being granted the 21<sup>st</sup> century grant.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 108-904		Amendment # (for amendments only): N/A
<b>Part 2: Alignment with Grant Goals and Objectives.</b> List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Identified Need	How Implemented Grant Program Would Address
1.	<u>Need 1: Student Academic Support:</u> <b>Math, Writing, &amp; Reading:</b> On average 33% of ECISD students failed to meet 2014-15 STAAR reading requirements in the 4 <sup>th</sup> grade. This was an 11% increase from the number of students that failed to meet standards in 3 <sup>rd</sup> grade. In 2014-15, 34% of ECISD students failed to meet STAAR writing and 61% failed to meet STAAR math requirements across all grades.	The following <b>academic strategies</b> aim to improve academic performance by utilizing innovative instructional techniques and technology to enrich student learning: <b>Achieve3000:</b> cloud based student literacy technology <b>Sylvan Ace It:</b> Tier 2- strategic intervention tutoring <b>Sylvan Edge:</b> coding, robotics, math workshops <b>Sylvan Writing Camps:</b> creative writing camps <b>Sylvan Professional Development:</b> Transference of teaching strategies to district teaching personnel
2.	<u>Need 2: Student Prevention/Enrichment Support:</u> <b>Health:</b> According to South Texas Diabetes Key Facts report the prevalence of adult diabetes is more than 20% higher in South Texas than the state of Texas. <b>Juvenile Justice:</b> In comparison with Texas' most populous county, Hidalgo County has maintained a higher juvenile violent crime arrest rate at 168.9 per 100,000 children than that of Harris County at 158.2 per 100,000.	The following <b>enrichment strategies</b> aim to improve social-emotional development, and self-esteem by offering afterschool programming that engages students and families. <b>BGC Keystone &amp; Torch Clubs:</b> youth leadership and community service. <b>BGC SMART Moves:</b> helps youth resist drug use and make smart choices. <b>BGC Street SMART:</b> counteracts negative lures of gangs. <b>BGC Healthy Habits:</b> lesson on positive food choices. <b>Grit Mindset:</b> strategies to support student success.
3.	<u>Need 3: Family Support: Poverty:</u> The Rio Grande Valley has one of the highest poverty rates in the nation. The poverty rate for the native-born has remained around 30% for decades. The 2013 Bureau of Census estimates indicate that the Rio Grande Valley has a high percentage of female-headed single parent families. According to the research lack of both time and money can create serious problems for children living these households.	The following <b>Family and Parental Support Services</b> strategies aim to increase student and family attendance in afterschool programs which ultimately lead to improved academic performance. <b>Texas Valley Communities Foundation PASOS:</b> Parents learn how to create a positive educational environment at home using a number of proven tools and strategies. <b>Reaserach</b> shows Latino students seek guidance from family in the college and career readiness process and PASOS will support that.
4.	<u>Need 4: Student College/Workforce Readiness Support:</u> <b>College Readiness:</b> On average, 72% of ECISD students failed to meet 2014-15 STAAR Postsecondary Readiness Standards in two or more subjects across all grades. The average for the state is 59%.	The following <b>College Readiness/Workforce</b> strategies aims to increase graduation rates and employability among students: <b>BGC, UTRGV and other University Mobile Go Centers:</b> resources to promote college access and awareness <b>BGC Goals for Graduation:</b> prepare students for college <b>TSI Readiness:</b> Early exposure to TSI Content and strategies to equip students for success or exemption as per HB5
5.	<u>Need 5: Family College/ Workforce Readiness Support:</u> <b>Workforce/College Readiness:</b> Jobs with higher salaries go to the individuals who have pursued higher education and emerged computer-literate and technically skilled with a strong academic foundation. According to estimates from the U.S. Bureau of Census, all of the Valley's counties have lower average educational attainment than does the population in the balance of Texas or the nation.	The following <b>College Readiness/Workforce</b> strategies aims to increase graduation rates and employability among families: <b>Achieve3000:</b> cloud based family literacy technology <b>Texas Valley Communities Foundation PASOS:</b> workforce skills training and creating a college going culture at home
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Schedule #14—Management Plan					
County-district number or vendor ID: 108-904				Amendment # (for amendments only): N/A	
<b>Part 1: Staff Qualifications.</b> List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director	Must have a bachelors in education or related field; A minimum of three years of related experience in an educational or social work setting; Working knowledge of local youth serving organizations; and, Strong communication, public relations and interpersonal skills is preferred.			
2.	Site Coordinator(s)	Must have a bachelors in education or related field; Experience working with high risk children and families; Experience in staff supervision; knowledge of local youth serving organizations and community resources; and, 21 <sup>st</sup> CCLC or Afterschool experience is preferred.			
3.	Family Engagement Specialist	Must have an Associates Degree in education or related field. An LPC, SW, or LMFT counseling certification is preferred; Experience in an educational or social work setting; Working knowledge of local youth serving organizations; and, Bilingual in English and Spanish is preferred.			
4.	Data Specialist	Must have an certificate or coursework in bookkeeping and general business field. Experience in timely reporting, grant analysis and database maintenance and collection required.			
5.	Evaluator	Must have a Masters or Doctorate in education or related field; Must have experience evaluating education programs is preferred. Must adhere to the Professional Evaluators Association Code of Ethics with no conflicts of interest with the 21st CCLC Project.			
<b>Part 2: Milestones and Timeline.</b> Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Improve academic performance in math, reading, and writing.	1.	Implement Sylvan's accelerated tutoring strategies	08/01/2016	07/31/2017
		2.	Implement Achieve3000 literacy strategies	08/01/2016	07/31/2017
		3.	Implement professional development to teachers	10/01/2016	07/31/2017
		4.	Implement Sylvan's Math/Writing Camp strategies	08/01/2016	07/31/2017
		5.	Assessments to analyze and improve services	08/01/2016	07/31/2017
2.	Improve academic performance in all subjects through extracurricular activities.	1.	Implement Grit and Mindset strategies	08/01/2016	07/31/2017
		2.	Implement BGC character education strategies	08/01/2016	07/31/2017
		3.	Implement family engagement/counseling strategies	08/01/2016	07/31/2017
		4.	Implement BGC healthy habit straties	08/01/2016	07/31/2017
		5.	Assessments to analyze and improve services	08/01/2016	07/31/2017
3.	Increase graduation rates while developing an interests in STEM fields.	1.	Implement BGC college going strategies	08/01/2016	07/31/2017
		2.	Implement Mobile Go Center strategies	08/01/2016	07/31/2017
		3.	Implement Sylvan coding, robotics, math strategies	08/01/2016	07/31/2017
		4.	Assessments to analyze and improve services	08/01/2016	07/31/2017
4.	Support family literacy and college/ workforce readiness.	1.	Implement Achieve 3000 literacy strategies	08/01/2016	07/31/2017
		2.	Implement Literacy Center GED/ESL strategies	08/01/2016	07/31/2017
		3.	Implement Family Literacy strategies	08/01/2016	07/31/2017
		4.	Assessments to analyze and improve services	08/01/2016	07/31/2017
5.	Support family literacy and college/ workforce readiness.	1.	Project Director facilitates initial meetings	08/01/2016	10/31/2016
		2.	Implement collective impact strategies	09/01/2016	07/31/2017

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Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

#### Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**ASPIRE** is a new collaborative group of education and youth service providers that has joined together to improve the education outcomes for low-income students and their families. Autonomously the group has monitored the attainment of goals and objectives through internal strategic planning committees, district and campus improvement plans, as well as by the expertise of outside evaluators. During the initial planning meetings for the development of this grant, the collaborative group has agreed to model the evidence-based *Collective Impact Framework* as a process of monitoring goals and objectives. The *Collective Impact Framework* is a structured process that collaborative groups use with a common set of measures to monitor performance, track progress towards outcomes and learn what is and is not working in the group's collective approach. This process also includes a system of communicating changes to key stakeholders, staff, parents, and members of the community. Upon notification of grant funding, the **ASPIRE** group will meet to finalize a shared measurement system. Data sets in this system will include the Texas ACE Critical Success Factors as well as tools to conduct inventories and surveys. The following table illustrates the three phases of the *Collective Impact Framework* that the Texas 21<sup>st</sup> CCLC Project director will facilitate throughout the grant period.

- |                     |  |
|---------------------|--|
| Phase One: Design   | <ul style="list-style-type: none"> <li>• Revisit the shared vision and develop a theory of change or roadmap</li> <li>• Establish governance and organization of the group for structured participation</li> </ul>   |
| Phase Two: Develop  | <ul style="list-style-type: none"> <li>• Work with the evaluator to collect and view baseline data</li> <li>• Work with the evaluator for identification of metrics, data collection approach, including confidentiality/ transparency</li> </ul>          |
| Phase Three: Deploy | <ul style="list-style-type: none"> <li>• Implement learning forums and continuous improvement</li> <li>• Ongoing infrastructure support through the fiscal agent's Project Director</li> <li>• Community reports to disseminate program success</li> </ul> |

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Existing Efforts:** Presently, there are not any existing shared or common goals similar to the **ASPIRE** collaborative in Hidalgo County, Texas. This innovative initiative was developed specifically, to meet the unmet academic performance and workforce needs during afterschool hours. However, the collaborative group has implemented several evidenced-based autonomous efforts in limited capacity to serve students and families.

**Maximizing Effectiveness and Building Sustainability over Time:** **ASPIRE** aims to maximize program effectiveness by working toward a shared agenda which includes combining the autonomous efforts of a myriad of evidenced-based programs and services into one comprehensive program. By enhancing current program offerings, new initiatives, and extending program reach to remote schools with limited or no access, key stakeholders will model the collective impact framework process to improve program outcomes consistently over time. Typical program collaboration is about falling in love with an idea. This grant was developed with professional development, systems level training, and financial commitments embedded in the design. For example, transportation costs will be covered by participating School District, Certified Teachers will be trained on accelerated tutoring, and nonprofit partners will continue to offer expanded services to new sites. With the ultimate goal of program sustainability in mind, **ASPIRE** is adapting the collective impact model as a way to use data to sustain enhanced program practices across programs and systems and not simply scale an individual programs. The district is so committed to the grant that if funded, 10% of the entire grant will be matched with local funds in order to begin sustainability plans in year one. This evidence of commitment is above and beyond what is expected by the published guidelines and expectations from TEA.

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Schedule #15—Project Evaluation			
County-district number or vendor ID: 108-904		Amendment # (for amendments only): N/A	
<b>Part 1: Evaluation Design.</b> List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Professional Development Impact	1.	Formal observations of implementation of instructional strategies
		2.	Teacher evaluation of professional development presentation(s)
2.	Data Collection	1.	#/% participants completing program activities, extracurricular involvement
		2.	Student grades, attendance, discipline, assessments, graduation rates
		3.	#/% Parent involvement
3.	Surveys	1.	#/% completed surveys
		2.	pre/post data of change in student attitudes, engagement
		3.	pre/post data of change in parent & staff attitudes, perceptions, engagement
4.	Interviews Observations	1.	Data collected on center intentionality, organizational practices, community connections
		2.	Activities: Academic enrichment, non-academic enrichment, and workforce
5.	Theory of Change Impact/ Logic Model	1.	Community data of change in graduation rates
		2.	Community data of change in STEM employment
		3.	Community data of change post-secondary enrollment
<b>Part 2: Data Collection and Problem Correction.</b> Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
<p>An external evaluator will be responsible for qualitative and quantitative data collection, and data analysis for formative quarterly reports and summative evaluation. Both quantitative and qualitative methods for collecting data clearly related to the intended results of the project will be implemented to determine the impact of the initiative on student outcomes and the degree to which project objectives were accomplished. Data to be collected include: (1) activity logs and participation logs (2) likert scale surveys, containing closed-ended and open-ended items (3) pre/post data of student participation and attitudes, student attendance, report cards, discipline reports, graduation, state assessment results, etc. (4) formal and informal observations of program components using a rubric of activities-academic enrichment activities, non-academic enrichment activities (that is, purposeful activities that build skills and knowledge and were not related to a core subject area), and workforce activities—across different levels (5) parent survey including participation, perceptions, etc. (6) interviews of random selection of teachers, parents, and students using a rubric with 3 categories: center intentionality, organizational practices, and community connections.</p> <ul style="list-style-type: none"> <li>• <b>Theory of Change Impact:</b> External evaluator will work with the collective impact group to discuss data trends and collect theory of change data from partnering organizations and community research.</li> <li>• <b>Professional Development Impact:</b> Data will be collected on the implementation of strategies learned through training to determine a noticeable difference in educational instruction.</li> <li>• <b>Key Evaluation Questions:</b> Two primary research objectives of evaluation are to understand how well the project implemented <i>quality</i> programming in terms of research-supported practices and approaches, and what impact <i>participation</i> in ACE-funded activities had on student academic outcomes. Findings and data will be used to refine, improve the program and to drive performance measures to accurately assess project effectiveness. Results will be made available to the public through publications and school website, which will be utilized to provide feedback on project to stakeholders. Tentative timeline and scope of work for evaluation: August-October: comparison of project student demographics and non-participants; implementation of pre-surveys. November-December: midpoint review of program highlighting potential problems with data-information; formal observations, interviews. January-May: comparison of 1<sup>st</sup> semester participant and non-participant academic data, 2<sup>nd</sup> semester data collection, observations, surveys, interviews; June-August: Final evaluation report for publication and public sharing.</li> </ul>			
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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**Statutory Requirement 1:** Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ECISD will utilize student achievement data to inform and direct activities that are aligned to the 21<sup>st</sup> CCLC Texas ACE goals and requirements. The activities to be funded are evidence-based enrichment and academic activities that are specifically chosen to supplement learning from the school day and provide targeted assistance to students whose needs extend beyond what they can receive in the classroom. ECISD teachers give 110% to their students. Although struggling students are offered tutoring afterschool, instruction is limited to reteach the concepts or TEKS that students did not master perform well on. ASPIRE program will deliver a instructional environment that would provide variety and adaptation to varied learning styles other modalities of learning.

Character education activities are offered as culminating events that only happen a few times per year. With an increasing focus on school accountability and student performance, **ASPIRE** can play a meaningful role in improving academic achievement and closing the gap between low- and high-performing students. In addition, the newly established University of Texas Rio Grande Valley Medical School has provided the community the momentum and motivation to expose students to health science field opportunities. Through **ASPIRE** we can build the framework to offer consistent experiences to children in Edinburg. Students will be offered more than 400 hours of intense tutoring, social and emotional support through family engagement and character education, and academic enrichment programming. Activities will be offered at the school site immediately afterschool. Students will be transported safely and in a timely manner home by bus each day.

Character education activities were also selected to keep students engaged and out of the juvenile justice program as well as to address the emotional well-being of high-need and low-income families. Workforce activities were specifically chosen to increase the number of adult GED graduates and to better prepare families and students for STEM fields.

**Statutory Requirement 2:** Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**ASPIRE** will deploy four strategies to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. With a **93% Hispanic population**, all written information will be disseminated in both English and Spanish languages. The table below provides a brief description of each of those strategies.

Dissemination Strategy	Description
1. Student/Parent Enrollment: Personal Invitation	Targeted high-need students will receive priority enrollment into the program. A list of students with social-emotional needs or at risk of academic failure in one or more core subjects based on previous year's testing scores and current grades as recommended by school counselors, teachers and administration will be invited by way of open house, parent conference, written communication, and/or phone call.
2. Student/Parent Enrollment: Open House	Project staff will be present at beginning of the year open houses, student/parent orientations and registrations to recruit and enlist students and families for the program. Remaining student slots will be on a first come/first serve basis.
3. Program Changes and Success: Media	Both the school district and partnering organizations benefit from their positive relationships with media of all kinds. This may include print, web-based, radio, television and social media.
4. Word of Mouth: Youth	We have found that nothing works better to recruit more students and parents to programs than simple word of mouth. We anticipate that programming will be so engaging and learning so fun it will motivate youth to join and attend regularly.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**ASPIRE** programs are carefully aligned with program and Campus Improvement Plan goals and objectives. As stated earlier, students are failing to meet math, reading and writing requirements. With these dismal statistics in mind, the activities as described below were developed to eliminate barriers to success (social and emotional issues, bullying, gang influence, low literacy) while increasing student success and achievement. The Academic programs () were all chosen because of the need and the proven ability each program has on improving academic success. Additionally, the Enrichment programs, Family engagement programs, and Career and college readiness programs are enhancements that support the student and family outside of the classroom, but are proven essential pieces of academic success. All program goals and outcomes will improve student success as well as district outcomes in reading, writing and math.

Activity(ies)	Anticipated Evidence-based Improvement
Sylvan ACE IT; Sylvan Edge, Sylvan Writing Camps, BGC Power Hour	Increased math, reading, and writing performance over time.
BGC SMART Moves; Passport to Manhood; SMART Girls; Healthy Habits; Triple Play	Increased confidence and resilience that leads to increased academic performance and improves graduation rates over time.
Coding and Robotics; STEM and digital literacy	Increased interest in STEM Fields that leads to increased math performance and improves graduation rates over time.
Family literacy; GED classes; digital technology; Parenting classes; College access resources; food & nutrition	Increased family engagement that leads to increased emotional support, stability, and improves graduation rates over time.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **ASPIRE** partnership was formed for the specific purpose of pooling together resources and expertise in order to maximize efficiency and reach as many high-need students and their families as possible. Resources that each partners offer varies. The Edinburg CISD offers school-wide Title I programs to all of their students. Under Section 1114 schools can consolidate Title I and other federal, state, and local funds in order to upgrade their entire educational program. Edinburg CISD provide Title I programs to **all**, which enables the proposed 21<sup>st</sup> CCLC to provide services to all students at the targeted campuses. Targeted students will need a consent form signed by their parent(s) to participate in the CCLC program **per requirement**.

Each of our partners may be receiving grant and/or local funds limited to the current program capabilities and reach. Funding from the Texas 21<sup>st</sup> CCLC grant will be used to supplement and not supplant the existing local, state and federally funded programs. Funds will be utilized to supplement the districts efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotion rates and ultimately improve graduation rates.

Any program activities required by state law, SBOE rules or local board policies will not be paid with the requested grant funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. The Fiscal agent, ECISD will maintain effective documentation which will demonstrate the supplementary nature of these funds. Each of the partners mentioned in this proposal is committed to the effectiveness and sustainability of the proposed 21<sup>st</sup> CCLC program. For this reason, schools and Boys & Girls Clubs will provide in kind support by hosting the center at their respective facilities. The school district will provide bus transportation to the children's home each day the program is in operations. Sylvan Learning Center will offer various services in-kind regularly. If awarded, the total in kind amount of support secured for the first year is approximately \$400,000.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Objective Program Planning and Research-based Program Design**

**ASPIRE** was developed specifically to improve to education outcomes for low-income children and their families. To ensure that the proposed activities were based on an objective set of measures and designed to increase high-quality academic enrichment, the group enlisted the help of a community volunteer with expertise in collective impact work. This volunteer led the group in a data drive process to come up with key questions around specific needs. Community surveys were also conducted that reveal a need for a comprehensive strategic plan to further develop and implement academic enrichment and cultural enhancement activities. **ASPIRE** is proposing to use a myriad of evidence-based and family-centered programs to maximize program effectiveness by working toward a shared agenda. This process has existed in the Rio Grande Valley for the past five years under the guidance and direction of the nonprofit backbone organization, **Educate Texas**. The collective impact approach is an evidence-based decision making process developed by *StriveTogether*. The framework rests on four pillars framed around the unique strengths and needs of an individual community. The third pillar, mobilizing resources for impact, is where the robust 21<sup>st</sup> CCLC programming takes place. **ASPIRE** will align and mobilize time, talent, and evidence-based and promising practice afterschool programming towards improving educational and workforce outcomes.

A few of these programs include:

<b>Evidence-based Program Model</b>	<b>Brief Description</b>
Sylvan Learning Center	Academic growth for in-center programs is greater than 1 year in 36 hours of instruction with a 90% attendance/ participation rate.
Boys & Girls Clubs	At every follow-up, average grades of treatment youth were significantly higher than control and comparison group youth. Culturally focused youth drug-prevention programs is designed to increase resistance skills.
Family Literacy Programs	Reported increases in self-efficacy and self-confidence, job skills, and personal goal attainment in adults and children.

*\*Evidence-based design information retrieved from StriveTogether, National Institute of Justice Programs and Practices, and Institute of Educational Science What Works Clearinghouse, and ERIC Clearinghouse*

**Data Collection, Continuous Assessment and Local Program Evaluation**

To ensure that data are collected in an appropriate and reliable fashion, each Site Coordinator will be working directly with the Program Director, collective impact group, and Local Evaluator to learn the evaluation system. Data collection will be efficient and accurate. Qualitative information will be gathered to measure (1) the level of implementation, and (2) the perception of staff, students and parents as to the effectiveness of program techniques/components. Observation instruments and questionnaires specially designed to measure these phenomena will be designed based on Common Texas ACE and research-based approaches. Continuous improvement will be maintained by developing an informed decision making process. The local evaluator will be required to work with the group, and relevant partners to develop a process to make data-driven decisions that can contribute positively to student success and institutional effectiveness. The effective use of data in education agencies have been shown to improve student engagement and outcomes, enable the analysis of workforce data, and advance institutional research.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

**ASPIRE** is an innovative collective impact framework initiative designed to extend across the Edinburg District (the second largest in Nation at 945 square miles) Rio Grande Valley and Hidalgo County, Texas targeting some of the most distressed neighborhoods. Additional community resources that are available to the group and will be used by the Family Engagement Specialist in support of the needs of the families are also included as a resource in the table below.

Service Provider	Community Resource Available
Boys & Girls Clubs	<ul style="list-style-type: none"> <li>Managing and training the certified counselor/ family Engagement</li> <li>Boys &amp; Girls Clubs existing facilities</li> <li>Formal volunteer management process</li> <li>Evidence-based programming</li> </ul>
Sylvan Learning Centers	<ul style="list-style-type: none"> <li>Tutoring services offered to 10 new sites</li> <li>Professional development offered to district teachers on the Sylvan model</li> </ul>
PASOS	<ul style="list-style-type: none"> <li>Family literacy events</li> <li>Parenting Workshops</li> </ul>
Community Collective Impact Work	<ul style="list-style-type: none"> <li>The community's first collective impact group developed specifically for the purpose of increasing educational outcomes through afterschool time programming</li> <li>Capacity building to the group on collective impact work and using data to impact change</li> </ul>
ECISD	<ul style="list-style-type: none"> <li>Formal volunteer management program</li> <li>Dedicated space for out-of-school time programming</li> <li>Transportation for students</li> <li>Certified teachers to be trained in Sylvan methods</li> </ul>
Faith-based Organizations	<ul style="list-style-type: none"> <li>Emergency needs requests from families</li> </ul>
South Texas College; University of Texas – Rio Grande Valley;	<ul style="list-style-type: none"> <li>College enrollment resources</li> <li>Financial literacy and Financial Aid Resources</li> <li>College fairs and other community events</li> </ul>
Food Bank of the Rio Grande Valley	<ul style="list-style-type: none"> <li>To assist families with issues around food insecurity</li> <li>Collaborate to offer food nutrition workshops</li> </ul>
Economic Development Council	<ul style="list-style-type: none"> <li>Facilitating workforce training initiatives</li> <li>Providing resources for low-skilled adults and related job training</li> <li>STEM Field experiences through partnering employers</li> </ul>

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County-district number or vendor ID: 108-904

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**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Community Resources**

As described in Schedule #13, a community needs assessment was conducted to collect data on the need and available resources to meet this need. Data was analyzed and priorities for different societal sectors were determined. To address the top five priorities listed in our needs assessment, Edinburg CISD will mobilize the following resources.

**Coordinating Services to Address Multi-needs**

The **ASPIRE** collaborative conducted a needs assessment during the development of this grant to identify and prioritize the education needs of high-need students and their families. The needs assessment processes included compiling and analyzing data. The surveys revealed that partnering organizations have historically lacked adequate resources and coordination to expand the reach of services to confront the overwhelming social and learning barriers in their communities. The needs assessment also indicated that academic interventions for **33% of the student population that failed to meet star reading and 61% that failed to meet star math**. College readiness interventions are also needed for **70% student population that is failing to meet post-secondary success**. The assessment process also included conducting parent surveys to address the needs of the families. The surveys had an **overwhelming response with 1,250 parents responding to the survey**. Survey results revealed that 76% of parents were interested in being engaged in their child's academic success. When asked what parenting education classes they were interested in, 44% of the parents requested parenting skills training and 30% requested literacy training.

Analyzed data and parent survey results spurred the **ASPIRE** collaborative group to develop a collective impact approach to addressing the specific community needs. Resources listed in **Statutory Requirement 6** above were aligned to address each of the issues in the shared agenda of improving education outcomes. The evidenced-based activities were strategically selected so that they may coordinate to mutually reinforce one another. For example, high need student may be enrolled in the program that has multiple issues (such as food insecurity, low reading scores, bullying, parents who are English Language Learners). For these individuals, successfully addressing one need frequently entails addressing the others concurrently, and thus requires the provision of a range of services. Under this arrangement, the partnering organizations have agreed to coordinate their efforts to supply a suite of services capable of addressing the various needs of high-need students and their parents. The Family Engagement Specialist and Site Coordinators will be key in facilitating this coordination.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**ASPIRE** was designed to align and mobilize time, talent, and evidence-based and promising practice afterschool programming towards improving educational and workforce outcomes. Programming was planned during the initial grants development meeting. Throughout the period of grant performance, programming will be monitored by a collaborative effort between the collective group's Leadership team and program evaluator. Modifications and or additions to the program will be required to be evidence-based with proof of improved outcomes. Programs included in this grant were vetted at this level. The following table lists some of the evidence supporting these programs.

<b>Evidence-based Program Model</b>	<b>Brief Description</b>
Sylvan Learning Center	Academic growth for in-center programs is greater than 1 year in 36 hours of instruction with a 90% attendance/ participation rate.
Boys & Girls Clubs	At every follow-up, average grades of treatment youth were significantly higher than control and comparison group youth. Culturally focused youth drug-prevention programs is designed to increase resistance skills.
Family Literacy Programs	Reported increases in self-efficacy and self-confidence, job skills, and personal goal attainment in adults and children.

*\*Evidence-based design information retrieved from StriveTogether, National Institute of Justice Programs and Practices, and Institute of Educational Science What Works Clearinghouse, and ERIC Clearinghouse*

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**ASPIRE** plans to recruit volunteers to support activities carried out through the Texas 21<sup>st</sup> CCLC. Using volunteers is well known for assisting with providing human capital to sustain programming beyond a grants funding cycle. The population that **ASPIRE** is specifically targeting for volunteerism are (but not limited to) senior citizens, parents and college students.

Senior citizens and parents have a unique set of skills and knowledge and a lifetime of experience to offer in so many of ways: from mentoring and tutoring younger generations, to providing career guidance, to offering companionship and care. To recruit senior citizens, the Project Director will work with the existing school district and Boys & Girls Clubs volunteer recruitment team. Volunteer recruitment currently recruits volunteers from the RGV vast number of Winter Texans, as well as nonprofit agencies, faith-based organizations, and local aging council. The RGV's Winter Texan population is a huge group of seniors that travel from all over the United States to enjoy the RGV's warm seasons.

College students will be recruited form alumni base of ECISD and neighboring IHEs. They will complement paid staff who drive college readiness and career awareness activities, which are critical to meeting goals and objectives of grants.

Volunteers will be vetted and trained using the school district and Boys & Girls Clubs standard volunteer training process. This process includes: the criminal background check, CPR and first aid training, staff development training, and/or mentoring training.

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County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☒ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

**Sustainability Plan:** The **ASPIRE** initiative was designed with sustainability in mind. The key to ensuring that the Texas 21<sup>st</sup> CCLC will continue after funding when this program ends is to build the skills, mindset and capacity to enable organizations to collaborate and share resources. Receiving grant funds from TEA's Texas 21<sup>st</sup> CCLC Cycle 9 grant will lay the groundwork to spark collaboration, fund new ideas, and scale up best practices to achieve real impact. The development of this grant has ignited within leadership that they are part of an ecosystem that is working toward a shared mission, so they will be actively trying to understand, build and sustain connections within it. The strategies and resources that will be employed, as well as individuals and organizations responsible for these strategies are illustrated in the timeline below. Edinburg CISD is committed to this grant, and if awarded, they are willing to match the entire grant at 10% of total awarded funds. As per grant guidance, this will enable staff to dedicate time to grant writing and sustainability funding.

Strategy/Resource	Responsible Party(s)	Milestone
Collective Impact Training and Support	• Educate Texas	Upon notification of funding and ongoing
Designated space for afterschool programming	• School District • Boys & Girls Clubs	Upon notification of funding and ongoing
Designated space for parenting workshops	• School District • Boys & Girls Clubs • Parental Involvement Center	Upon notification of funding and ongoing
Transportation	• School District	Upon notification of funding and ongoing
Sylvan Tutoring	• Texas ACE Grant • Sylvan Learning Center • School District	Year one – funded by grant. Professional Development deployed near month 7 to teach sylvan model to certified teachers. Teachers receive extra duty pay from District to resume responsibilities when grant funds end.
Site Coordinators	• Texas ACE Grant • Boys & Girls Clubs • School District	Year one – funded by grant. Collaborative effort training between Sylvan trained teachers and Boys & Girls Clubs staff deployed near month 9. Teachers and Club staff assume responsibilities when grant funds end.
Project Director	• Texas ACE Grant • School District • RGV Educate Texas	Year one – funded by grant. Collective impact/program implementation training with Project Director, RGV Educate Texas and designated District staff deployed near month 9. District to assume responsibilities when grant funds end.
Family Engagement Specialist (FES)	• Texas ACE Grant • School District	Year one – funded by grant. FES develops formal structure and educates existing district Parent Engagement Specialists on strategies near month 6.
Grit and Mindset Strategies	• School District	Year one – funded by grant. College mentors and consultants will implement and measure GRIT SCALE outcomes.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Community Involvement through Collective Impact**

Leveraging the **ASPIRE** groups collective impact approach, upon notification of funding project partners will designate a point of contact to convene on a regular basis. These partners are: Achieve3000, Boys & Girls Clubs, and Parent Academy for Success of Schools (PASOS), Sylvan Learning Center. The Project Director will schedule and facilitate monthly meetings with the collaborative group.

This group will be called the **ASPIRE** leadership team. Members of the leadership team will collaborate with key ECISD administration, who provide community members and policymakers with critical data about where students leave the education pipeline and which students are more at risk of dropping out of school.

This collaborative group consists of Leadership Team of IHE representatives, workforce representatives, principals, site coordinators, parents, and students representing all stakeholders impacted by funding. This group of leaders has extensive experience in analyzing educational data to improve educational outcomes while seeking continuous feedback and involvement from community stakeholders. They will partner with **ASPIRE** to do this, while assisting the group to build capacity to use data to move from analysis to action in response to the results of impact of the strategies.

The City of Edinburg has long been considered the hub of Hidalgo County. Serving as the home of the Regional Service Center (Region One), the Hidalgo County seat, and the home of the newly merged University of Texas Rio Grande Valley, and its Medical School, Edinburg CISD has long since been a nucleus of activity. The leaders from local government, education and business intersect in our community, making our district most prominent. We will continue to leverage the decades of community leadership with the valuable and growing resources to increase awareness and drive academic results.

**The 5 Conditions of Collective Impact**

- 1 **Common Agenda**
  - Common understanding of the problem
  - Shared vision for change
- 2 **Shared Measurement**
  - Collecting data and measuring results
  - Focus on performance management
  - Shared accountability
- 3 **Mutually Reinforcing Activities**
  - Differentiated approaches
  - Coordination through joint plan of action
- 4 **Continuous Communication**
  - Consistent and open communication
  - Focus on building trust
- 5 **Backbone Support**
  - Separate organization(s) with staff
  - Resources and skills to convene and coordinate participating organizations

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**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Grants Management**

The **ASPIRE** will be handled with the same high level of fiscal integrity and managerial efficiency that ECISD has come to be reputable for. ECISD has a Grants Department dedicated to offering technical assistance in support of managing the program and fiscal components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. The Grants Department will work closely with the Project Director to develop a program deliverables plan and discuss all fiscal parameters of the grant contract. The Grants Department will monitor all program activity to proactively respond to any potential issues. Technical assistance from Curriculum and Instruction and Finance Departments may be provided as needed in areas such as but not limited to: developing reports, staff turnover, challenges in meeting goals and objectives, and more.

The direct implementation of grant activities will be managed by Site Coordinators during program hours. They are solely responsible for ensuring that the quality of the program meets the needs of the campus as well as the students' needs. Site Coordinators will have weekly meetings with all staff and will meet with the staff to discuss any issues.

**Communication**

The Grants Department will work alongside the Project Director to communicate program success and challenges internally to management as well as to develop progress report for the **ASPIRE** Leadership team. The Project Director will communicate program changes and successes of the program with project staff during monthly meetings. Training and staff support will also be scheduled based on feedback received from the Grants Department and Leadership team.

ECISD also safeguards grant funding and ensures program fidelity and fiduciary responsibility by engaging all administrators that oversee funded campuses.

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Schedule #17—Responses to TEA Program Requirements (cont.)				
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<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 1</b>		<b>Center Name: Memorial Middle</b>		
<b>9 digit campus ID#</b>	108-904-045	<b>Distance to Fiscal Agent (Miles)</b>	3.9	
<b>Grade Levels to be served (PK-12)</b>	6-8			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			150	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			40	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 2</b>		<b>Center Name: Francisco Barrientes Middle</b>		
<b>9 digit campus ID#</b>	108-904-046	<b>Distance to Fiscal Agent (Miles)</b>	1.9	
<b>Grade Levels to be served (PK-12)</b>	6-8			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
			<b>Total</b>	
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>			150	
<b>Number of Adults (parent/ legal guardians only) to be served:</b>			40	
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A
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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 108-904			Amendment # (for amendments only): N/A	
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 3</b>		<b>Center Name: Betty Harwell Middle</b>		
<b>9 digit campus ID#</b>	108-904-047	<b>Distance to Fiscal Agent (Miles)</b>	9.9	
<b>Grade Levels to be served (PK-12)</b>	6-8			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				150
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				30
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 4</b>		<b>Center Name: Zavala Elementary</b>		
<b>9 digit campus ID#</b>	108-904-110	<b>Distance to Fiscal Agent (Miles)</b>	2.4	
<b>Grade Levels to be served (PK-12)</b>	K-5			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				150
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				50
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
<b>Campus Name</b>	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 108-904			Amendment # (for amendments only): N/A	
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 5</b>		<b>Center Name: Monte Cristo Elementary</b>		
<b>9 digit campus ID#</b>	108-904-115	<b>Distance to Fiscal Agent (Miles)</b>		3
<b>Grade Levels to be served (PK-12)</b>	K-5			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				150
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				50
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 6</b>		<b>Center Name: San Carlos Elementary</b>		
<b>9 digit campus ID#</b>	108-904-118	<b>Distance to Fiscal Agent (Miles)</b>		6.2
<b>Grade Levels to be served (PK-12)</b>	K-5			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				150
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				50
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 108-904			Amendment # (for amendments only): N/A	
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 7</b>		<b>Center Name: Eisenhower Elementary</b>		
<b>9 digit campus ID#</b>	108-904-120	<b>Distance to Fiscal Agent (Miles)</b>	3.5	
<b>Grade Levels to be served (PK-12)</b>	K-5			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		150		
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		50		
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 8</b>		<b>Center Name: John F. Kennedy Elementary</b>		
<b>9 digit campus ID#</b>	108-904-121	<b>Distance to Fiscal Agent (Miles)</b>	1.3	
<b>Grade Levels to be served (PK-12)</b>	K-5			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>		150		
<b>Number of Adults (parent/ legal guardians only) to be served:</b>		50		
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A

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Schedule #17—Responses to TEA Program Requirements (cont.)				
County-district number or vendor ID: 108-904			Amendment # (for amendments only): N/A	
<b>TEA Program Requirement 3: Center Operation Requirements</b>				
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.				
<b>Center Number: 9</b>		<b>Center Name: Villarreal Elementary</b>		
<b>9 digit campus ID#</b>	108-904-124	<b>Distance to Fiscal Agent (Miles)</b>	5.1	
<b>Grade Levels to be served (PK-12)</b>	K-5			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				150
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				50
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A
<b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.				
<b>Center Number: 10</b>		<b>Center Name: Carmen V Avila Elementary</b>		
<b>9 digit campus ID#</b>	108-904-125	<b>Distance to Fiscal Agent (Miles)</b>	7.5	
<b>Grade Levels to be served (PK-12)</b>	K-5			
<b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. <b>Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.</b>				
				<b>Total</b>
<b>Number of Regular Students (attending 45 days or more per year) to be served:</b>				150
<b>Number of Adults (parent/ legal guardians only) to be served:</b>				40
<b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.				
	<b>Feeder School #1</b>	<b>Feeder School #2</b>	<b>Feeder School #3</b>	<b>Feeder School #4</b>
<b>Campus Name</b>	N/A	N/A	N/A	N/A
<b>9 digit Campus ID #</b>	N/A	N/A	N/A	N/A
<b>District Name (if different)</b>	N/A	N/A	N/A	N/A
<b>Distance to Center</b>	N/A	N/A	N/A	N/A

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**TEA Program Requirement 3a: Center Operations, Program Coordination.** Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**ESEA Section 1114 Alignment**

The **ASPIRE** project has designed all programming around supplementing the students regular school day by providing compensatory, intensive, and/or accelerated instruction. TexasACE has vetted Sylvan Learning Center as a provider for tier-2 academic intervention. **ASPIRE** was formed for the specific purpose of pooling together resources and expertise in order to maximize efficiency and reach as many as possible. All academic tutoring and enrichment programs will supplement and not supplant existing programs which is in-line with ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081.

Title I programs to all of their students. Under Section 1114 schools can consolidate Title I and other federal, state, and local funds in order to upgrade their entire educational program. The districts provide Title I programs to all, this also enables the **ASPIRE** to provide services to all students at the targeted campuses. Funds will be utilized to supplement the districts efforts to increase academic performance levels, increase attendance rates, improve behavior, increase promotion rates and ultimately improve graduation rates. Any program activities required by state law, SBOE rules or local board policies will not be paid with the requested grant funds; nor will state or local funds be decreased or diverted for any other uses because of the availability of these funds. The fiscal agent, ECISD will maintain effective documentation which will demonstrate the supplementary nature of these funds. The schools will provide in kind support by hosting the center at their respective facilities. As mentioned in previously, if funded, the in kind amount of support is approximately \$400,000.

**Student Recruitment**

Targeted high-need students will receive priority enrollment into the program. To recruit students, school counselors and administrators will compile a list of high-need and/or at-risk students. These students will be offered program slots first. Teachers will invite parents by way of open house, parent conference, written communication, and/or phone call. A written consent form must be signed by parent(s) in order for their child to participate in the afterschool program. All other students will be recruited to fill remaining spots on a first come and first serve basis.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
County-district number or vendor ID: 108-904	Amendment # (for amendments only): N/A
<p><b>TEA Program Requirement 3b: Center Operations, Staffing and Schedule.</b> Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p><b>Center Operations and Schedules:</b> The <b>ASPIRE 21<sup>st</sup></b> CCLC program will provide a total of 36 weeks of programming including 6 weeks of summer services from June 2017 to July 2017 in an effort to prevent summer learning loss. During the summer hours at school sites may be from 8:00 am to 12:00pm for elementary and middle school host sites. School sites will engage in academic programming such as accelerated tutoring, robotics, math camps and other related activities offered through Sylvan Learning Center and other partners. Students registered for a school host site will be offered enrichment programming by Boys &amp; Girls Club personnel. Enrichment may include but is not limited to: recreation, character education, family nights, and more. During the academic school year hours at school sites will vary depending on school day end times. The earliest site will open at 3:15 p.m. and the latest site will close at 6:50 p.m.</p> <p><b>Staffing Plan:</b> The Project Director will manage all grant funded employees. Grant Activities will be managed by Site Coordinators during program hours. They are solely responsible for ensuring that the quality of the program meets the identified needs of the campus as well as the students. Site Coordinators will have weekly meetings with all staff to plan a week in advance for any and all activities. This time will be used to complete lesson plans and plan all activities for all members participating. All staff will be prepared with a daily attendance log for all members to sign and will return the logs to Site Coordinator/Data Specialist to input onto the database system for attendance purposes. Site Coordinator will make rounds make sure that all staff is running programs geared towards what the lesson plans state. At the end of each day, Site Coordinators will meet with the staff to discuss any issues. Site Coordinator will also emphasize to staff to apply activities and ideas learned from the MYTEXASACE website to utilize in their classes. The Family Engagement Specialist will work across all sites to plan and implement family engagement activities and strategies. The FES position will report directly to the Project Director but will also have a dotted line reporting structure to the Site Coordinators. In addition, FES will collaborate with campus Parental Involvement Assistant.</p>	
<p><b>TEA Program Requirement 3c: Center Operations, Safety.</b> Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p><b>Safe and Inclusive Environment</b>  <b>ASPIRE</b> is committed to ensuring that our policies and procedures promote a safe and inclusive learning environment for all students. To do this takes more than just a commitment by staff within a building. A whole school community approach involving all educational and community partners is essential for us to build a community where each of our students has an equal opportunity to reach their full academic potential. <b>ASPIRE</b> is very conscious of the important role that parents and families play in the social and behavioral development of our students. Working alongside parents to share best practices, to identify the specific needs of our students and to receive feedback on the work we are doing is a critical component to our success. <b>ASPIRE</b> has adapted and maintained strategies and best practices around equity and inclusion, character education, accessibility and safe schools to promote a safe, inclusive and accepting school environment.</p> <p><b>Sign-in and Sign-out Procedures</b>            Every child attending all centers of the <b>ASPIRE 21<sup>st</sup></b> CCLC must sign-in before entering the program. Site Coordinators are responsible for ensuring all students are accounted for as they board the bus safely each evening and/or is picked up by their parent/guardian or authorized adult unless the parent/guardian or authorized adult has provided alternative instructions in writing. All partner agencies with <b>ASPIRE</b> program will ensure compliance with this policy. Registration procedures and emergency contact information will be collected at all school sites associated with the program. This mirrors current district and campus procedures. No exceptions will be made to this policy.</p>	
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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**TEA Program Requirement 4a: Activity Planning, Alignment and Quality.** Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All academic programs are specifically aligned with the school day curriculum to expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS). **ASPIRE** considered many partners and selected Sylvan Learning Center for their track record of success in the Rio Grande Valley, as well as preliminary results from a recent research study (Rockman Et Al., Fall 2015) indicating higher than average outcomes on State assessments with ELL and At Risk students in our region. **ASPIRE** is partnering with Boys & Girls Clubs to offer Power Hour (Homework Support), and Sylvan Learning Center to offer intervention and accelerated tutoring. During the grants development process, the **ASPIRE** grouped each Sylvan Math, Writing, and Reading program against the TEKS. The purpose was to confirm that Sylvan's accelerated tutoring model would be supplemental and beneficial prior to implementing the program and investing in the professional development of school district teachers on it.

**The Sylvan Model:** Sylvan Learning's Ace it! program provides targeted academic intervention for struggling students, and since 2005, it has established a proven track record of helping to improve school performance for more than 150,000 students nationwide. Delivered by highly trained Sylvan teachers, Ace it! utilizes a research-based curriculum that is based upon best practices for teaching and is aligned to state standards. While supplementing and reinforcing what students have learned in the classroom, Ace it! offers flexible, differentiated instruction in small groups with a low student-teacher ratio of 8:1. The Ace it! model includes a positive learning environment that rewards students for improvements in attitude, attendance, effort and achievement. Ace it! is ideally suited for the Tier 2 – Strategic Intervention level of the **Response to Intervention (RTI)** approach to teaching and learning, which proactively identifies and addresses student needs. Through RTI, schools match students with the appropriate level of supports. As a Tier 2 strategy, Ace it! offers an efficient response to the academic needs of those students who have been identified as not making adequate progress in the school's general education program. Without an intervention such as Ace it!, these students are at-risk for progression to Tier 3 and potentially, for academic failure. The Ace it! program begins with a student pre-assessment and/or academic history review that identifies patterns, skill gaps and needs. This allows Sylvan teachers to create a customized learning plan for each student, and to place him or her in groups with others at similar levels of skill so that instruction is appropriate and efficiently delivered and can be personalized to meet student needs. A post-program assessment is utilized to measure academic growth and determine need for further support services. Responding to the needs of schools, Sylvan developed specific Ace it! components that address some of the most common academic challenges. These include: (1) Ace it! **Math** is designed to boost student math achievement, and based upon the National Council of Teachers of Mathematics (NCTM) standards, research and best practices. (2) Ace it! **Reading** is a systematic, explicit and intensive approach to ensure students master the elements of word analysis, fluency, comprehension and vocabulary. Each lesson delivers an in-depth three-lesson skill sequence, and guided practice leading to applied practice. (3) Academic camps in Writing and Pre-Algebra are fun, hands-on activities that target key skills in core areas, and help prepare elementary students for success in Middle School and High School. (4) STEM or Sylvan EDGE, a series of hands on Engineering, Robotics and Coding camps designed to expose students to TEKS aligned STEM concepts and raise their interests in the field. Ace it! also addresses the particular educational challenges of **English Language Learner (ELL) students**. All Ace it! programs can be utilized for ELL groups. Ace it! Reading supports the development of fluency through read-alouds, monitored student readings, and continual opportunities for peer and teacher modeling of proficient reading. Ace it! Math systematically teaches a math vocabulary that minimizes the use of idioms and incorporates activities that teach reading and writing skills in a mathematical context. The effects of summer learning loss are particularly powerful for those students who may already be struggling in school. **Ace it! Summer School** is designed for these students, who may return to school after summer vacation having lost even more ground academically. All Ace it! components can be included in in Ace it! Summer School to help targeted students make significant educational progress over their summer break. Like all Ace it! programs, summer sessions are designed to be engaging and to create motivated students with more confident and positive attitudes toward learning as well as significantly improved academic skills.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The **ASPIRE** program has strategically selected evidence-based programming models that are adaptable to the academic and development needs of students. Each of these programs may choose to use paid instructors, volunteers, staff, and/or parents to ensure that focus on small student ratios and varying interests. For example, As mentioned previously in this proposal, students who are at-risk of failing, are performing poorly academically, and/or who are at-risk of dropping out of school (includes truancy and discipline referrals) will be targeted initially and recruited by their teachers.

Sylvan Learning Center programs are known for its small 1 to 3 person small group focus. Boys & Girls clubs programming will work with a number of part-time employees, volunteers, and mentors to ensure that these needs are met. The Boys & Girls Club maximum staff to student ratio is 1 to 22 as is the standard for TEA 21<sup>st</sup> CCLC. This ratio is utilized for multiple and diverse enrichment strategies. However, academic interventions such as Sylvan Learning RGV supported Power Hour and Project Learn programming is conducted at a 1 to 10, staff to student or club member ratio in order to make maximum impact in specialty topics for homework progress and classroom aligned work. Supplementary education specialist Sylvan Learning RGV small group instruction is based on a 1 to 8 ratio of student to certified teacher ratio.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist.** Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A vital part of Edinburg CISD **ASPIRE** initiative is to engage family members in their own learning, which can translate to their children. The **ASPIRE** initiative will employ a full-time Family Engagement Specialist to oversee, coordinate and facilitate family literacy events across all sites. Edinburg CISD will provide a family engagement program for identified parents that will focus on increasing the parents knowledge and skills on how to develop a bridge of communication and collaboration between their child's school and home to increase their student's overall success in school as well as providing them with the tools to keep their students on track for college and career readiness. The Edinburg CISD family engagement program will also provide sessions, classes, and projects both in English and Spanish that will cultivate a channel of communication that will set the foundation for advocating for their child's social, emotional and academic success in school and the community. Edinburg CISD family engagement program will ensure parents create a positive and enduring educational environment at home by developing and guiding them through modeled discussions and activities in collaboration with Texas Valley Community Foundation (PASOS).

The Edinburg CISD Family Engagement Specialist will plan and provide families with engaging activities, strategies, and support systems to ensure the success and fidelity of the program. The FES will coordinate and plan activities, provide trainings and resources utilizing the ACE model and maintain a centralized location for all parent ongoing activities. This includes referring interested parents into Adult Basic Education like GED and ESL classes. All ESL and GED services will be free of charge to family members. The FES goal will be to facilitate the parent's learning and to empower them with the knowledge and resources to become advocates for their own child's educational career.

**TEA Program Requirement 5b: Family Engagement, Program Coordination.** Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edinburg CISD's **ASPIRE** initiative is to ensure that the family members are provided with skills, resources and access to school and community. The Family Engagement Specialist along with the Project Director and Site Coordinator will collaborate as a team to ensure program success through the coordination, planning and execution of all program activities. Each team member's focus will be to create a positive and engaging learning environment for personal growth and lifelong learning that will translate to the family's children. **ASPIRE** will employ a full-time Family Engagement Specialist to oversee, coordinate and facilitate family literacy events, activities across all sites. Some of the elements include, but are not limited to, referring interested parents into Adult Basic Education (GED and ESL classes), coordinating services with programs within the centers, conduct needs assessments, create a healthy learning environment at home, college and career readiness, financial literacy, building a strong parent-teacher relationship and family wellness.

The FES and the team will provide orientation sessions for students and parents on the program. The FES along with the Site Coordinator and Director will identify students and parents based on need. Director will disseminate list to Site coordinator to ensure site coordinator and FES make contact via phone, email, center website and any form of communication to students and parents. FES, Site Coordinator and Director will recruit students and parents during registration at beginning of school year. FES and Site Coordinator will ensure students and parents are provided with consent and participation forms. Students and parents will be notified of program beginning and ending date to ensure proper planning takes place. Project Director will monitor, assess and oversee the program participant lists and data to ensure program fidelity.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108-904

Amendment # (for amendments only): N/A

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist is a critical component of the **ASPIRE** project. The goal of the project is to engage family members as lifelong learners in this way their own passion for learning and literacy will translate to the family's children. **ASPIRE** will employ a full-time family services coordinator with to oversee and coordinate the ten site program for family members of engaged students. Due to the overwhelming number of single parent households and emotional issues that often plague RGV students and families, preference will be given to applicants who are licensed as a counselor, family therapist, or social worker.

In response to the needs assessment, the Family Engagement Specialist will collaborate with the school district's parent engagement team and work across all centers to:

- Facilitate resume writing and job search assistance;
- Recruit and refer parents to enroll in GED/ESL classes;
- Recruit families to participate in culminating family literacy events;
- Recruit and refer parents to participate in digital literacy events;
- To refer parents to emergency food, housing, utilities, and other needs through a collaboration with faith-based organizations and social service groups;
- To refer and facilitate health and nutrition activities; and,
- To refer and facilitate parent education classes.

The Family Engagement Specialist along with the team, will, at the end of the program, celebrate parent success in the program with a parent graduation ceremony that highlights their accomplishments and successes. It has been renowned that parents are the primary role models for their children and for their own children to see their parents participating and celebrating the completion of their own program through a graduation ceremony will be a significant and impactful experience their children and family will be part of. They will in turn can visualize themselves completing high school and postsecondary education and hence, a seed of high expectation of college and career readiness has been planted.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 108-904		Amendment number (for amendments only): N/A		
<b>No Barriers</b>				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Barrier: Gender-Specific Bias</b>				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Cultural, Linguistic, or Economic Diversity</b>				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 108-904		Amendment number (for amendments only): N/A		
Barrier: Cultural, Linguistic, or Economic Diversity (cont.)				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gang-Related Activities				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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<b>Schedule #18—Equitable Access and Participation (cont.)</b>				
County-District Number or Vendor ID: 108-904			Amendment number (for amendments only): N/A	
<b>Barrier: Gang-Related Activities (cont.)</b>				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Drug-Related Activities</b>				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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<b>Barrier: Visual Impairments</b>				
#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Hearing Impairments</b>				
#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Learning Disabilities</b>				
#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Other Physical Disabilities or Constraints</b>				
#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
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<b>Barrier: Inaccessible Physical Structures</b>				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Absenteeism/Truancy</b>				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: High Mobility Rates</b>				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Barrier: Lack of Support from Parents</b>				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 108-904		Amendment number (for amendments only): N/A		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 108-904		Amendment number (for amendments only): N/A		
Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Z99		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<b>Schedule #19—Private Nonprofit School Participation</b>		
County-District Number or Vendor ID: 108-904		Amendment number (for amendments only): N/A
<b>Part 1: Private Nonprofit School Contacts.</b> This part is required regardless of whether any private nonprofit schools are participating in the program. For <b>statewide</b> teacher training programs or <b>statewide</b> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page.		
<b>Total Nonprofit Schools within Boundary</b>		
Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 3		
<b>Initial Phase Contact Methods</b>		
Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.		
<input type="checkbox"/> Certified letter	<input checked="" type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input checked="" type="checkbox"/> Other method (specify): Letter/Website
<b>Total Eligible Nonprofit Students within Boundary</b>		
Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 484		
Check box only if there is no data available to determine the number of eligible students: <input type="checkbox"/>		
<b>Total Nonprofit Participants</b>		
Total nonprofit schools participating: 0	Total nonprofit students participating: 0	Total nonprofit teachers participating: 0
No nonprofit schools participating: <input type="checkbox"/>	No nonprofit students participating: <input type="checkbox"/>	No nonprofit teachers participating: <input type="checkbox"/>
<b>Part 2: Consultation and Services.</b> Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.		
<b>Participant Consultation: Development and Design Phase Consultation Methods</b>		
Check the appropriate boxes to indicate development and design phase contact methods.		
<input type="checkbox"/> Certified letter	<input type="checkbox"/> Documented phone calls	<input type="checkbox"/> Meetings
<input type="checkbox"/> Fax	<input type="checkbox"/> Email	<input type="checkbox"/> Other (specify):
<b>Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)</b>		
<input type="checkbox"/> How children's needs will be identified		
<input type="checkbox"/> What services will be offered		
<input type="checkbox"/> How, where, and by whom the services will be provided		
<input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services		
<input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services		
<input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools		
<input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers		
<input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor		
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☐ Other (specify):

**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 108-904

Amendment number (for amendments only): N/A

**Part 3: Services and Benefits Delivery**
**Designated Places/Sites**
☐ Public school

☐ Private nonprofit school

☐ Neutral site

☐ Other (specify):

**Designated Times**
☐ Regular school day

☐ Before school day

☐ After school day

☐ Summer vacation

☐ Other (specify):

**Part 4: Selection Criteria/Activity Timeline**

#	Private Nonprofit School Name/ Number of Students and Teachers	Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name:			
	# of students: # of teachers:			
2	School name:			
	# of students: # of teachers:			
3	School name:			
	# of students: # of teachers:			
4	School name:			
	# of students: # of teachers:			
5	School name:			
	# of students: # of teachers:			

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☒ There are no differences between the program benefits provided to the public school students and the private school students.

☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits		Reason for the Difference in Benefits	
1		1	
2		2	
3		3	
4		4	
5		5	

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